**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1st Grade** | | | **Date(s)**: 8-30-12 to 8-31-12  9-4-12 to 9-6-12 |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task:** **Designing a Survey** | | |
| **Essential Question(s):**   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **books on friendship ….**   * **Little Quack’s New Friend** * **Frog and Toad Together (SF student book)** * **A Kid’s Best Friend (SF Big Book)** * **Bear’s New Friend** * **Chester;s Way by Kevin Henkes**   **chart paper**  **blank survey form**  **survey rubric** | | | | **Character – person and/or animal in the story**  **Illustrations – pictures in the story**  **Survey – a collection of data (information)**  **Opinion – what you think and believe** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.1.4** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  **RL.1.7** - Use illustrations and details in a story to describe its characters, setting, or events.  **I Can Statement(s):**  I can identify words and phrases that suggest feelings.  I can describe the characters using illustrations and details.  **Instructional Plan**  *Day 1*  **APK** – Watch the Untied Streaming video … Ready Set Learn with Paz: Our Fine Feathered Friend**.**A Segment of: [Ready Set Learn with Paz: Our Fine Feathered Friend](http://player.discoveryeducation.com/index.cfm?guidAssetId=144016FC-42B2-4077-9803-72C5F2CBAF68)  **Guided Practice –** Teacher will choose one of the suggested books about friendship to read aloud. Teacher will introduce the vocabulary words. (see word study) Teacher will have students help identify the characters in the story. Teacher will model how to use the illustrations and details to describe the characters. Teacher will use a bubble map to show the main character and adjectives to describe them.  **Independent Practice** – Students will choose a character and draw a picture of them.  Closure – Revisit the I can statement. Students will then describe their character to their shoulder partner.  *Day 2*  **APK** – Teacher and students will review the character and bubble map from yesterday’s story.  **Guided Practice –** Teacher will choose one of the suggested books about friendship to read aloud. Teacher will introduce the vocabulary words. (see word study) Teacher will have students help identify the characters in the story. Teacher will model how to use the illustrations and details to describe the characters. Teacher will use a bubble map to show the main character and adjectives to describe them.  **Independent Practice** – Students will choose a character and draw a picture of them.  Closure – Revisit the I can statement. Students will then describe their character to their shoulder partner.  *Day 3*  **APK** – Teacher and students will review the character and bubble map from yesterday’s story.  **Guided Practice –** Teacher will choose one of the suggested books about friendship to read aloud. Teacher will introduce the vocabulary words. (see word study) Teacher will have students help identify the characters in the story. Teacher will model how to use the illustrations and details to describe the characters. Teacher will use a bubble map to show the main character and adjectives to describe them.  **Independent Practice** – Students will choose a character and draw a picture of them.  Closure – Revisit the I can statement. Students will then describe their character to their shoulder partner. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  **I Can Statement(s):**  I can write my opinion.  **Instructional Plan:**  Day 5  **APK –** Review the survey results from yesterday.  **TIP –** Tell students that the survey shows that our CLASS thinks \_\_\_\_\_\_\_ is the most important trait of a good friend. Show the following sentence frame …. I think it is important for a good friend to be \_\_\_\_\_\_\_\_. Model how to use the chart of traits to write about the trait that you think is most important.  **Independent Practice –** Have students write and complete the sentence frame. Have them illustrate someone exhibiting that character trait.  **Closure –** Revisit the I can statement and have students share their opinion with their shoulder partner. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.  **L.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase.   **I Can Statement(s):**  I can determine the meaning of unknown words and phrases.  **Instructional Plan:**  Using prepared word cards, students will examine words and their definitions.  Words will be put on the ELA word wall for future reference. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.   **I Can Statement(s):**  I can participate in conversation with my peers.  **Instructional Plan:**  ***Day 4***  **APK –** Use bubble maps from stories to create a list of traits of a good friend.  **Guided Practice/Independent Practice –** Teacher will introduce the vocabulary word – survey. Tell students that we want to find out what our class thinks is the most important trait of a good friend. Write the traits from the list created by the class (APK) into a class survey form. Teacher will model how ask the question to complete the survey. Students will be given their own individual survey and return to their table. Students will first write their name in the box beside what they think is the most important character trait for a good friend. At their table, they will ask each of their friends the question – What is the most important trait of a good friend? After their partner answers, the student will write their name in the appropriate box (using nametags). The students will then reverse roles and then continue with all the students at their table. Teacher will then ask students to share data and model using tally marks to display the data on the survey form.  **Closure –** Revisit the I can statement. Teacher will ask questions such as … Which character trait did our class think was the most important? and Which character trait did our class think was the least important? Record student observations on chart paper using  *the shared writing/ language experience* process. Throughout this activity, the teacher will **model** the habits of good writers, focusing on the proper use of capital letters, punctuation, and spelling of frequently used words. | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| With guidance and support from the classroom teacher using the cloze technique, students are given pieces/parts to a math word problem using the skills of addition and/or subtraction that pertains to the student survey. The students can fill in the blanks to solve the problem. | | Students who struggle with writing (or copying from the board) can trace over the sentence frame written with a yellow marker by the teacher. | | | Pictures on the vocabulary cards for ESL students.  Beginning students can complete sentence starters from a word list.  Developing students can write their own simple sentences using the word list. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  The teacher will use the survey rubric as an informal assessment. Students will also be observed on a daily basis to determine their level of understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*